

The Influence of Internship and Self-efficacy on Work Readiness among Higher Education Students in Jakarta

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Abstract

Work readiness is an important factor in preparing students to enter the real workplace. The lack of work readiness will make it difficult for students to survive in the contemporary workplace and lead to unemployment. Internship and self-efficacy are the keys that will lead the student to succeed in the workplace. This research aims to examine the influence of internship and self-efficacy towards student work readiness. The data were collected from 200 higher education students in Jakarta using a questionnaire. Only a few studies have been done on this subject, with Multiple Regression Analysis to explain the research phenomenon and to validate the research hypothesis. Rasch Model was used to clean biased data, converting ordinal data from Likert Scale questionnaires to interval data, examine the validity and reliability of the questionnaire. The findings show that the internship and self-efficacy directly impact work readiness simultaneously. Thus, in addition to academic achievement, the students should have internship experience and high self-efficacy to prepare them to enter the workplace after graduation.

Keywords

Work Readiness, Internship, Self-efficacy.

1. Introduction

Higher education student graduates are one of the contributors to the highest percentage of unemployment in Jakarta at 13.58 percent after the vocational and high school levels. This phenomenon becomes a question, because the higher a person's level of education, the greater the chances of getting a job. One of the reasons is the expectations of companies that cannot be met. This happened because the company expects graduates to have technical skills in addition to theoretical knowledge to face current business challenges. In addition, self-efficacy is also needed, so that university graduates are able to compete in the real workplace (Azmi et al. 2018; Eldeen et al. 2018; Kusnandar 2021; Nurlaela et al. 2021).

This gives an idea that work readiness is an important factor in entering the workplace. Without work readiness, a person will find it difficult to survive and thrive in the contemporary workplace. To have good work readiness, students need to acquire both technical skills and soft skills before they graduate (Jackson 2019; Kadir et al. 2020).

The internship is a method to help students develop their work skills such as critical thinking, communication, and problem-solving. Internship can also help students to develop personal qualities as well as a high level of self-confidence (Griffin and Coelho 2018; Anjum 2020).

Self-efficacy also arises along with the mastery of the skills that students have. Self-efficacy is a belief in a person regarding the ability to do a job. Students with low self-efficacy will be confused and discouraged when facing problems at work. On the contrary, students with high self-efficacy will be optimistic and persistent in facing every challenge (Mollah 2019; Mastur and Pramusinto 2020; Nurlaela et al. 2021; Wijikapindho and Hadi 2021).

Based on previous research, internship and self-efficacy have a significant simultaneously influence on student work readiness (Usman and Sulistyowati 2020). Work readiness includes values, behaviors, and skills that can drive a person to succeed in the workplace. Students with good work readiness are considered valuable resources for the company (Goodridge 2019; Borg and Scott-Young 2020). Therefore, the purpose of this study is to analyze the influence of internship and self-efficacy on student work readiness.

1.1 Objectives

This study aims to examine the influence of internship and self-efficacy in shaping the work readiness of higher education students in Jakarta.

2. Literature Review

2.1 Work Readiness

Work readiness contains values, behaviors, and skills in addition to technical knowledge that facilitates a person to succeed in the workplace. Previous research explained three dimensions of job readiness: clarity of roles, abilities or skills, and motivation. (Kapareliotis et al. 2019; Borg and Scott-Young 2020). Clarity of roles contains knowledge of the work done and the expected results. Abilities or skills contain activities that can provide more value for a job. While motivation is the emotional impulse to do something desired to obtain achievement (Kapareliotis et al. 2019).

2.2 Internship

Internship becomes a technique that combines theoretical knowledge gained at higher education with real-life work experience. Internship connected theory with supervised and scheduled work to improve student's professional skills (Karutnaratne et al. 2019; Anjum 2020). The dimensions of the internship: the application of knowledge and skills to real situations, the development of professional knowledge and skills, the formation of career paths, the expansion of professional networks, and changes in student attitudes and learning behaviors (Nghia and Duyen 2019).

2.3 Self-Efficacy

Self-efficacy is a person's assessment of self-competencies and confidence in their abilities. The greater the self-efficacy possessed, the more likely a person can perform the task successfully (Evenblij et al. 2019; Suciono 2021). Previous research explained that there are three dimensions of self-efficacy: level, strength, and generalization. Level is a person's condition when able to face challenges of various levels. Strength is when a person has the power of the subconscious to do every job. Generalization is a condition when a person can solve problems in various situations and use effective strategies to achieve maximum results (Zarkasyi and Pratana 2020).

This research aims to examine the influence of internship and self-efficacy in shaping work readiness of higher education students. Thus, the researchers arrive at the following hypotheses after conducting a thorough literature search:

Hypothesis 1 (Figure 1): Internship and Self-efficacy directly impact student Work Readiness simultaneously.

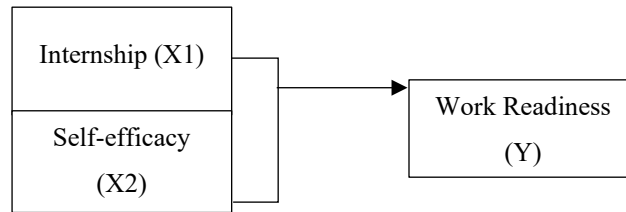


Figure 1. Framework

3. Methods

This study used a quantitative approach to perform empirical research to analyze the influence of internship and self-efficacy in shaping the work readiness of higher education students. The questions used to measure Work Readiness in this study were derived from (Kapareliotis et al. 2019) consisting of 8 indicators with three dimensions. Internship, adapted from (Nghia and Duyen 2019) consist of 13 indicators with five dimensions. Self-efficacy, adapted from (Zarkasyi and Pratana 2020) consist of 7 indicators with three dimensions. The primary data was collected by handing out questionnaires with closed-ended questions on a four-point Likert scale. Rasch Model Analysis with the software WINSTEPS 3.73.0 was used to examine the validity and reliability of the research instruments. Besides, it can reduce the bias associated with self-report questionnaire responses (Sumintono and Widhiarso 2014). The multiple regression techniques used to test the research hypotheses.

The study successfully collected the primary data from 200 higher student who distributed closed-ended questionnaires using a four-point Likert scale. Still, only 131 responses can be examined further. As the data was collected through personal references or self-report questionnaires, Rasch Model Analysis, specifically Person Measure Analysis used to filter for the responses' bias. The test found that 131 responses are bias-free because the MNSQ value is higher than 0.5 and lower than 1.5 (Sumintono and Widhiarso 2014).

The Rasch Model will examine the validity and reliability of the questionnaire items using Winstep software version 3.73.0. The validity and reliability results of the research instrument are shown in Table 1. Rasch Model Analysis is a technique for converting ordinal data from Likert Scale questionnaires to interval data (Sasongko 2019). Because the research instruments used will generate ordinal data, the Rasch model is the most appropriate method for quantitative analysis in human sciences. According to the measurement model, Rasch model analysis is based on probability, accurately predicting respondents' responses to all items.

Table 1 reveals that Cronbach's alpha for measuring research instrument reliability is 0.84, 0.85 and 0.83, indicating an excellent interaction between the items and the respondents' responses (Sumintono and Widhiarso 2014). The person's reliability in their responses is 0.78, 0.73 and 0.75, suggesting a consistent response of the respondents. The reliability of the test item reliability is 0.93, 0.72 and 0.82, meaning that the research instrument's items are also outstanding. The values explain a firm consistency in respondents' responses. The quality of the items is excellent for measuring research variables (Sumintono and Widhiarso 2014). Furthermore, the validity test results indicate all the internship, self-efficacy, and work readiness items are acceptable (Sumintono and Widhiarso 2014).

Table 1. Reliability and Validity Test Results

Research Variables	Alpha Cronbach	Person Reliability	Item Reliability	Item Validity
Internship	0,84	0,78	0,93	13 items – accepted
Self-efficacy	0,85	0,73	0,72	7 items – accepted
Work Readiness	0,83	0,75	0,82	8 items - accepted

Source: Primary Data, 2022

4. Data Collection

The study was carried out in Jakarta, Indonesia, in 2022. Then, the research was completed six months after it began. A questionnaire was developed in response to the findings of the literature review. The data were collected from higher

education students in Jakarta using a personal survey questionnaire and purposive sampling. The study obtained primary data from 200 higher education students and obtained 131 appropriate data for further analysis.

5. Results and Discussion

5.1 Statistical Hypothesis Testing

Multiple regression in this study uses SPSS26 to examine at how the independent variable impacts the dependent variable (Sekaran and Bougie 2019). Table 2 illustrates the result of multiple regression relating the internship and self-efficacy to the work readiness. What stands out in the table is that both the internship and self-efficacy contribute positively and significantly to work readiness. Additionally, Tables 3 and 4 demonstrate the internship and self-efficacy has a significant direct impact on work readiness simultaneously. It will be discussed in greater detail further down.

The multiple regression analysis shows that the hypothesis, the internship and self-efficacy has a significant direct impact on work readiness simultaneously, is statistically accepted since the significance level is lower than α 0,05 (Table 2). It implies that the internship and self-efficacy contributes to higher education student work readiness. It supports the previous study that a student who has internship experience and good self-efficacy are better prepared to work (Usman and Sulistyowati 2020). It implies that students need to take internship to gain work experience and develop self-efficacy or confidence to make them more ready to enter the workplace.

Table 2. Multiple Regression Results

Coefficients						
Unstandardized Coefficients				Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.	
1	(Constant)	-12.319	7.339		-1.679	.096
	Internship	.399	.114	.223	3.492	.001
	Self-efficacy	.696	.069	.647	10.152	.000

Regression equations can be created by examining the value of B (Coefficient Beta) in the Unstandardized Coefficients. For example, according to Table 2, the regression equation is:

$$Y = -12.319 + 0.399X_1 + 0.696X_2$$

The multiple regression equation above can be interpreted as follows: The regression coefficient of the Internship variable (X_1) is 0.399, which means the Internship has a positive effect on Work Readiness. The regression coefficient of the Self-Efficacy variable (X_2) is 0.696, which means the Self-Efficacy has a positive effect on Work Readiness. Thus, the regression equations prove that work readiness is significantly influenced by 39.9% by the internship, and 69.6% by the self-efficacy.

The hypothesis, internship and self-efficacy directly impacts work readiness simultaneously. It is statistically accepted since the significance level is lower than α 0,05 (Table 3) and it supports the previous study (Usman and Sulistyowati 2020). Work readiness can facilitate students to succeed at work and make an excellent contribution to the company (Verma et al. 2018; Borg and Scott-Young 2020).

Table 3. Model Summary Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24409.001	2	12204.501	102.506	.000
	Residual	15239.805	128	119.061		
	Total	39648.807	130			

- Dependent Variable: Work Readiness (Y)
- Predictors: (Constant), Self-efficacy (X_2), Internship (X_1)

Based on Table 4 below, the multiple regression also shows R square value of 0.616 indicates that the dependent variable Work Readiness can be explained by the independent variables Internship and Self-Efficacy of 61.6%. While the remaining 38.4% is explained by other variables.

Table 4. Model Summary Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785	.616	.610	10.91151

- a. Predictors: (Constant), Self-efficacy (X2), Internship (X1)
- b. Dependent variable: Work Readiness (Y)

6. Conclusion

Work readiness is an important factor in preparing students to enter the real workplace. The lack of work readiness will make it difficult for students to survive in the contemporary workplace and lead to unemployment. This study aims to examine the influence of internship and self-efficacy towards higher education student work readiness. A previous study has been on this issue used Multiple Regression Analysis to describe the study phenomena and test the validity of research ideas. The Multiple Regression results indicate that the internship and self-efficacy have a statistically significant direct effect on work readiness simultaneously.

According to this study's findings, many students agree that their internship experience and self-efficacy can better prepare them for work. In addition, to support student work readiness, companies should open many internship programs to provide broad opportunities for students to gain work experience and foster self-efficacy. Also, universities must provide other activities to improve student work-readiness and self-efficacy, such as workshops, career seminars, and industrial visits.

There are still certain limits to the research. First, there is still a lack of respondents who fill out this research questionnaire. So, if the number of respondents obtained can be more, this research will be more widespread. Second, researchers can add some other supporting variables and change population, such vocational high school students to gain more varied study. In addition, researchers also need to add more references to strengthen the hypothesis testing of the study.

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